

ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture

Volume 3 Nomor 1, 2019

Journal homepage : <http://journal2.um.ac.id/index.php/jisllac>



TEACHING MATERIALS FOR CHILDREN LITERATURE BY USING A PROCESS APPROACH

Citra Nur Faidah*

S2 Pendidikan Bahasa Indonesia, Pascasarjana Universitas Negeri Malang (UM)

ARTICLE INFO

Article history:

Received: 16 May 2019

Accepted: 23 May 2019

Published: 31 May 2019

Keyword:

Teaching Materials,
Children Literature,
Process Approach

ABSTRACT

Children's literature teaching materials are materials or learning materials are arranged systematically used teachers, lecturers and instructors and students, as well as students in KBM used for children's literature learning. Children's literature teaching materials mainly deal with literature related to children. both in terms of theme, plot, content, and mandate Children's literature teaching materials are usually widely used by students in the field of literature of children and lecturers of child literature.

A process approach is a teaching-learning approach that leads to the development of basic physical and social skills to discover facts and concepts as well as developing attitudes and values through teaching and learning processes that have enabled students to grow a number of processes. The process approach is one way to practice language skills, especially in writing skills. Children's literature materials are developed using process skills. This is done for the process of learning literature. Process skills can facilitate a person in making a literary work. Likewise with the literary work of children. one can create a literary work of a child by using a process skill. Children's literature teaching materials based on the literature teaching materials. This teaching material is designed by combining process skills with children literature materials. This instructional material is expected so that students can make beautiful children's literature and can be enjoyed by all society and not only among children

INTRODUCTION

Teaching materials is a set of learning materials are arranged in a systematic and used by teachers to help the learning process. Teachers, lecturers, students, and students can use teaching materials to improve effectiveness in the learning process. Widodo (2008: 31) suggests that the teaching materials are a set of learning tools or tools in the form of materials, methods, designed systematically and interesting in achieving the expected goals.

* Corresponding author.

E-mail addresses: avenasativa96@gmail.com (Citra Nur Faidah)

ISSN : 2597-7385 (Online) - ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

Learning objectives can be achieved by using teaching materials. One way to gain learning objectives by using teaching materials that fit the subject matter. Teaching materials in accordance with the subject matter will facilitate the teacher in the learning process. Nafisah (2018: 12) suggests that good teaching materials will facilitate educators in the learning process so that learning objectives can be achieved and developed.

Good teaching materials are teaching materials that can achieve learning objectives. Good teaching materials consist of two parts, namely theory and practice. Teaching materials can be developed by lecturers and teachers themselves. Teachers and lecturers should be able to develop teaching materials to reach learning objectives.

The teaching materials available in the children's literature have been very good, but the numbers are still lacking. The available teaching materials emphasize more on materials and theories. Students still need teaching materials that can be a supplement in the process of learning children's literature. Students need teaching materials that not only focus on the material. Students need children's literature teaching materials that focus on the appreciation of children's literature productively.

children who focus on children's literary appreciation productively. Literature materials for children literature are developed using a process approach. This teaching material was developed to facilitate the students and lecturers in learning the subject of children literature. This teaching material focuses on the process of writing children's literary works.

Research related to the development of children's literacy learning materials has been done before. Puspitasari (2016) conducted research on the development of teaching materials for children literature course entitled Development of Literature Books Literature Children Based on Local Culture. There is a basic equation between the research ever conducted by Puspitasari with this research, that is equally produce teaching materials products that focus on the literature of children. In addition, there are also differences made by Puspitasari with this research. The difference is in the form of teaching materials produced products that focus more on the local culture, while this study produces the subject matter of children's literature that emphasizes writing skills using the process approach.

Kumalasari (2014) conducted research on the Development of Teaching Materials Literature of Children in Borneo Tarakan. There is a basic equation between the research that has been done by Kumalasari with this research, which is both produce teaching materials products that focus on the literature of children. In addition, there are also differences made by Kumalasari with this research. The difference is in the form of teaching materials product of children literature which resulted more focus on child literary theory which is used for students in Tarakan area, while this research produces teaching materials of children literature using process approach. Children In Borneo Tarakan. There is a basic equation between the research that has been done by Kumalasari with this research, which is both produce teaching materials products that focus on the literature of children. In addition, there are also differences made by Kumalasari with this research. The difference is in the form of teaching materials product of children literature which resulted more focus on child literary theory which is used for students in Tarakan area, while this research produces teaching material of child literature by using process approach.

The above explanation can be concluded that this research is important because there is at least the literature of children who focus on the process of producing children's literature. The literature of children's teaching materials is more focused on the theory - the theory only.

TEACHING MATERIAL

The Nature of Teaching Materials

In essence, teaching materials that develop in schools and colleges refer to the applicable curriculum. Teaching materials or learning materials contain information on the subject matter, exercises, and evaluation questions for students on certain subjects. Daryanto (2014: 176) argued that teaching materials are materials or learning materials are arranged in a systematic way that

can be used teachers, lecturers, and students in the KBM. In line with this, Prastowo (2011: 65) mentions that teaching materials are materials or learning materials are arranged systematically used teachers, lecturers and instructors, and students, as well as students in the KBM. Based on several definitions above can be concluded about the nature of teaching materials. Teaching materials are all materials or materials knowledge, skills, attitudes, values used by teachers and students in the learning process is organized systematically based on the competence to be achieved.

Characteristics of Teaching Materials

Good teaching materials have their own characteristics. Lestari (2013: 56) states that the module writing guidelines issued by the Directorate of Vocational Medium Vocational Directorate General of Primary and Secondary Education Ministry of National Education Year 2003 have several characteristics, namely (1) self-instructional, (2) self-contained, (3) stand alone (stand-alone), (4) adaptive, and (5) user friendly.

The guidelines for writing the first module are self-instructional. Self Instructional is a teaching material that can make students able to teach themselves with teaching materials developed. Students can learn independently from the teaching materials. To fulfill the self-instructional character, in the teaching materials there must be a clearly defined goal, both the final and the temporary purpose.

The second self-contained module writing guide. Self-contained is the entire subject matter that is written completely from one unit of competence or sub-competence that is learned there is a single teaching material as a whole. To qualify self-contained material presented in the material should be written in detail and complete. The material presented can facilitate the students in the learning process.

The third module writing guide is to stand alone. Standalone is a learning material developed independently of other teaching materials. Teaching materials should not be used in conjunction with other teaching materials. To qualify Stand alone teaching materials should be a master book. Teaching materials should be developed independently of other teaching materials.

The fourth module writing guide is adaptive. Adaptive is a teaching material that should have a high adaptive power to the development of science and technology. Teaching materials emphasize more on the development of science and technology so that the teaching materials make students become more active, creative, and innovative.

The fifth module writing guide is user-friendly. User-friendly is every instruction and exposure information that appears to be helpful and friendly with the wearer. Facilitate the user in responding and accessing as desired.

Types of Teaching Materials

Types of teaching materials are very diverse. Teaching materials can be divided into 2 forms, namely, print and non-print materials. Lestari (2013: 30) suggests that teaching materials have various types, both print, and non-printed. (1) handouts, (2) books, (3) modules, (4) student worksheets, (5) teaching materials, and (6) interactive multimedia teaching materials.

The first teaching material is Handout. Handouts are written materials that are prepared to enrich the knowledge of learners. The handout is a very concise teaching material. Handouts are sourced from several kinds of literature relevant to the basic competencies and subject matter taught to the learners.

The second teaching material is the Book. Books are written materials that present the science or ideas of authors systematically arranged in accordance with the applicable curriculum. The types of books are divided into three types, namely (1) sourcebook, (2) reading book, (3) handbook. The third teaching material is a module. Modules are teaching materials written with the aim that students can learn independently without teacher guidance. The module contains materials, methods, limitations, and ways of evaluating. The modules are systematically and

attractively designed to achieve the expected competencies and sub-competencies according to the student's level of ability.

The fourth teaching material is a student worksheet (LKS). Student worksheets are teaching materials that have been packaged in such a way so that students are expected to get these teaching materials independently. Student activity sheets usually contain tasks that must be done by students. activity sheets containing instructions, steps to complete the task.

The fifth teaching material is audio hearing teaching material. Audio listening teaching materials are teaching materials that use a live audio signal system that can be played or heard by a person or group of people. Audio-learning teaching materials can be cassettes, radio, LPs, and audio compact discs.

The sixth teaching materials are interactive teaching materials. Interactive multimedia material (interactive teaching material) is a teaching material that is combined from two or more audio media, graphics, images, animation, video. Its use is given treatment to control the command. Interactive multimedia material (interactive teaching material) can be interactive video, interactive compact disk.

The function of Teaching Materials

Teaching materials or learning materials is a set of materials that are arranged systematically. Teachers should use instructional materials that are appropriate to the curriculum, target characteristics, and demands for problem-solving learning. Daryanto (2014: 171) argues that the purpose of the preparation of teaching materials or learning materials is (1) to provide instructional materials in accordance with the demands of the curriculum by considering the needs of learners, that is teaching materials that are appropriate to the characteristics and social environment of the learners, (2) educated in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain, (3) facilitate teachers in implementing learning.

TEACHING MATERIALS LITERATURE CHILDREN

Children's literature is a literary work written by adults and designated by children, or literary works written by children and enjoyed by children. Children's literature is a literary work that offers fun and understanding. Kurniawan (2013: 23) suggests that children's literature is a literary work whose story correlates with the world of children and the language used in accordance with the intellectual, emotional development of children.

Children's literature teaching materials are materials or learning materials are arranged systematically used teachers, lecturers and instructors, and students, as well as students in KBM used for children's literacy learning. Children's literature teaching materials mainly deal with literature related to children. both in terms of theme, plot, content, and mandate Children's literature teaching materials are usually widely used by students in the field of literature of children and lecturers of child literature. Children's literature teaching materials can be used for students in literacy learning at school. It aims to make students more familiar with the genre of literature and the world of children in particular.

PROCESS APPROACH

A process approach is a teaching-learning approach that leads to the development of basic mental and physical skills to discover facts and concepts as well as developing attitudes and values through teaching and learning processes that have enabled students to be able to cultivate a number of specific skills in learners. The process approach in language learning is an approach that provides the widest opportunity for students to be actively and creatively involved in the process of language learning.

Purpose of Process Approach

Purpose of Process Approach Process approach is one way to solve the problems faced to develop and assist students in understanding the concept. Siswanto (2014: 68) argues that the objective of the process approach is to make it easier to measure and control the performance of the process and the achievement of its quality criteria. The process approach can be used in learning Bahasa Indonesia. The process approach can be used in language skills such as speaking skills and writing skills. Writing skills that use the process approach can train students to create a literary work with various stages in it.

The advantages and disadvantages of the process approach

There are advantages and disadvantages to the process approach. Siswanto (2016: 69) argues that the process approach has several flaws and advantages. Excellence in the process approach among others (2) the students will be active in the lesson and will experience the process of getting the concept, (3) the students' understanding is more stable, (4) can train the students to think more critical, (5) can train students to ask questions and get involved.

Every approach in learning not only has advantages but there are also shortcomings. The shortcomings in the process approach (1) take a relatively long time to do so, (2) the number of students in the class should be relatively small because each student needs the attention of the teacher, (3) requires careful planning.

STEPS TO APPROACH THE PROCESS

The process approach is often used in the process of writing literary works. Siswanto (2014: 87) suggests that writing learning with process approach can be carried out through three learning stages: (a) pre-writing stage, (b) writing stage, and (c) post-writing stage.

In the pre-writing stage is a preparatory stage before doing writing activities. Wicaksono (2014: 18) suggests that at the pre-writing stage there are several things that can be done. (3) directing students to develop themes into sub-themes, (4) developing subthemes into topics, (5) developing topics into a framework story, (6) and write the title of the essay.

At the writing stage, there are learning activities that can be done. These activities include: (1) initiating learning activities by giving examples on the blackboard how to develop the frame of essay, (2) assigning students tasks to develop a sequential framework by taking into account the right choice of words, composing correct sentences, compiling a unified paragraph, and presents a logical and coherent element of narrative.

In the post-writing stage is an activity undertaken after writing. There are several activities undertaken at the post-writing stage. Activities include: (1) assigning students to revise and edit essays, revisions and edits done by means of student self-revision and peer revision, (2) assigning students to read their articles, while other students listen and note the deficiencies or errors in both the essay and the reader, (3) question and answer your students and students about the content of the reef read out, (4) publication by posting to wall magazines, publishing the written works.

PROCESS APPROACH IN THE DEVELOPMENT OF CHILDREN ASSOCIATED MATERIALS

The process approach is one way to practice language skills, especially in writing skills. Children's literature materials are developed using process skills. This is done because the process skills are considered very suitable to assist in the process of learning literature. Process skills can facilitate a person in making a literary work. Likewise with the literary work of children, one can create a literary work of a child by using a process skill.

Children's literature teaching materials using process skills developed more focused on the process of producing children's literary works rather than focusing on materials on children's

literature. This teaching material is designed by combining process skills with children literature materials. This instructional material is expected so that students can make beautiful children's literature and can be enjoyed by all society and not only among children.

Children's literature teaching materials using process skills are designed to understand children's literary learning materials but are not as intensive as the process of making their literature rich. In addition, this teaching material presents several examples of children's literary works (poetry, prose, drama) both domestically and abroad. This developed teaching material also involves its users to actively participate in the learning process. This teaching material uses a presentation and question and answers model to increase knowledge about children's literature. this instructional material is expected to facilitate the lecturers of children literature subject in child literacy learning process

CONCLUSION

This research is in the form of research on the development of teaching materials. The teaching materials developed in the form of children's literature teaching materials using a process approach. This teaching material is more emphasis on the process of making literary works that are intended for children. this teaching material shows the stages of making children's literary works for children's literature in Indonesia is growing and emerging new author writers who focus on children's books. This teaching material also presents some children's literary materials that aim to first and children's literature in his world.

Children's literature teaching materials using the process approach is not only intended for students taking the course of children literature. This teaching material can also be used for lecturers of children literature, as well as researchers who want to examine children's literature. this instructional material is designed in such a way that is expected later will be useful for all circles.

This instructional material is suggested to be utilized by parties who need as a means of supporting the learning of children literature courses. However, this teaching material is not a product that is really final so it still allows for improvements. Suggestions for improvement can be obtained through the responses of users of this resource. These responses are very useful for developers to develop better products for the future.

REFERENCES

- Aminuddin. (2001). *Karya Sastra dan Anak-Anak*. Malang: Departemen Pendidikan Nasional Universitas Negeri Malang Fakultas Sastra Jurusan Sastra Indonesia.
- Dwita. (2018). Sastra Anak dan Metode Penelitian Sastra Anak. (Online), retrieved from (<http://berbagiilmu.go.id/lamanbahasa/artikel/90>), 03 Mei 2018.
- Fitriani. (2016). *Sejarah Sastra dan Perkembangan Sastra Anak di Indonesia* (Online), retrieved from (<http://pembelajaransastraanak.go.id/lamanbahasa/artikel/1527>), 05 Mei 2018.
- Kurniawan, H. (2013). *Sastra Anak dalam kajian strukturalisme, sosiolohi, semiotika, hingga penlisan artikel kreatif*. Yogyakarta: Graha Ilmu.
- Lukens, R. (2013). *A Critical Handbook of Children`s Literature*. Newyork: Longman.
- Nafisah. (2018). *Sastra Anak Sebagai Pengantar Pemahaman terhadap Dunia Anak*. (Online), retrieved from (<http://sumberpeengetahuansastra.go.id/lamanbahasa/artikel/19>), 06 April 2018.
- Nurgiyantoro, B. (2016). *Sastra Anak Pengantar Pemahaman Dunia Anak*. Yogyakarta : Gajahmada University Press.
- Sarumpaet. Riris. K. Toha (2017). *Metode Penelitian Sastra Anak*. Jakarta : Yayasan Pustaka Obor Indonesia.
- Sasita. (2018). *Gebrakan Pembaharuan Karya Sastra Anak Di Indonesia*. (Online), retrieved from (<http://sumberpeengetahuansastra.go.id/lamanbahasa/artikel/19>), 07 April 2018.
- Sawirta. (2006). *Sastra Tradisional Sebagai Pembentuk Karakter Generasi Bangsa* (Online), retrieved from (<http://skajianterkinisastra.go.id/lamanbahasa/artikel/19>), 19 April 2018.

- Silvia. (2016). *Karakteristik Cerita Anak Indonesia Dan Perkembangan Cerita Anak Dunia* (Online), retrieved from (<http://berbagiilmuberbagicerita.go.id/lamanbahasa/artikel/56>), 2 April 2018.
- Winarni, R. (2014). *Kajian Sastra Anak*. Yogyakarta : Graha Ilmu.